



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

wish that there were enough likelihood of this to make it a feasible argument. In the case of Scandinavian, of course, where at present so many of the students of the language studied already have a feeling for it, a very early beginning is not so indispensable; but on the other hand the need for uninterrupted continuity in college is not so great; and, finally, there is much more likelihood of practical use of the languages, but this does not in the same degree demand that the language study be fresh in the students' minds, although this would be preferable. The Bulletin also contains *An Experiment with Phonetic Script in Elementary German Instruction*, apparently by the managing editor of the Bulletin, Professor E. Prokosch.

Useful ideas could also be gained by our language teachers from reading Carl Schlenker's *Bulletin for Teachers of German* (Bulletin of the University of Minnesota, Current Problems, No. 8, 1916, pp. 41, 25 cents). While the author deals, in general, with the same subject that Prokosch treats in his *The Teaching of German in Secondary Schools*, he does so much more briefly and without any attempt at making a practical exposition of the use of methods and devices; in short, it is more theoretical. Prokosch's pamphlet sets the reader down in the class room and shows how the work is done. Schlenker's Bulletin contains a number of bibliographies which should be fruitfully suggestive to teachers of other languages than German.

Carl A. Krause's *The Direct Method in Modern Languages* (Charles Scribner's Sons, New York, 1916, pp. 139) contains various contributions previously published in American educational journals. The topics are: The Teaching of Modern Languages in German Secondary Schools; What Prominence is to be Assigned to the Work in Speaking the Foreign Language?; Discussion on "Present Conditions and the Direct Method"; Some Remarks on the Regents' Examinations in German; The Teaching of Grammar by the Direct Method; The Trend of Modern Language Instruction in the United States; Suggestions for Teaching Walter Krause's *Beginners' German*; Why the Direct Method for a Modern Language? Finally, there are two bibliographical lists, with brief comment on most of the works mentioned: Articles by American Writers on Modern Language Methodology for the Years 1912 and 1913; Literature of Modern Language Methodology in America for 1914. While the reader who, judging by the title of the book, expects to find a balanced account of the Direct Method, is disappointed, it is of course an advantage to have these studies in one volume.

A. LOUIS ELMQUIST.

NEWS NOTES

Of the schools that at the beginning of the academic year in September introduced Norse for the first time in the high school curriculum, the following have been called to our attention: Lanesboro and Glenwood, in Minnesota; Fessenden and Lake Preston, in South Dakota; Rugby, Jamestown, Sharon, and Overli, in North Dakota. News concerning gains in Swedish has not been received, but may be available for the next issue.

The following bill has during the present term been proposed in the Legislatures of North Dakota and of South Dakota: "Wherever the majority of the parents and guardians of the children attending any school in any school district shall demand the teaching of any modern language in such school, provision shall be made for such instruction, but not for more than one hour in each school day."

The enrollment in Swedish and Norse classes in the Minneapolis High Schools for the first semester of the school-year 1916-1917 has been as follows:

HIGH SCHOOL	SWEDISH	NORSE
South	129	123
North	96	65
East	69	43
Central	80	69
Totals	374	300

Both of the Scandinavian teachers in the Central High School in Minneapolis are new for this year. Miss Inga Bredeesen, who previously taught at Stoughton, Wis., has charge of the work in Norse. Mr. Axel Brett, who recently spent a year at study in Sweden as a scholar of the American-Scandinavian Foundation, teaches the Swedish classes. In the Minneapolis High Schools there are five teachers of Norse and five of Swedish, namely:

South	{ Arthur C. Carlson }	Swedish
	{ Lillie M. Lindholm }	
	{ Maren Michelet }	Norse
	{ Nora V. Jacobsen }	
North	{ Dikka Reque }	Norse
	{ Ebba Norman }	Swedish
Central	{ Inga Bredeesen }	Norse
	{ Axel Brett }	Swedish
East	{ Ida Hagen }	Norse
	{ Victor Erickson }	Swedish

In the Johnson High School of St. Paul there were 103 pupils enrolled in the Swedish classes during the first semester of the current year. The instructor is Mr. O. E. Abrahamson.

In Illinois, Scandinavian is taught in six high schools; in none of these are both Norse and Swedish taught together. Data concerning Illinois for the first semester of 1916-1917 follow. It will be noticed that, although Norse is taught in only one high school, the total number of Swedish students is only slightly larger.

HIGH SCHOOL	TEACHER	NUMBER	LANGUAGE
Galesburg	C. M. Olander	40	Swedish
Moline	Edgar S. Anderson	29	Swedish
Rockford	Carl J. Bergman	30	Swedish
Chicago:			
Lake View	Carl O. Sundstrom	13	Swedish
Englewood	Augusta L. Wines	54	Swedish
Carl Schurz	C. Martin Alsager	134	Norse

When the Scandinavian languages, a few years ago, were added to the curriculum of the high school in Willmar, Minnesota, the teacher was handicapped by the necessity of teaching both Swedish and Norse. In the course of time the school directors have come to realize that such an arrangement is not the best and at the beginning of the present school year one teacher was engaged for each language Mr. Youngquist and Mr. Melby.

A recent letter from Mr. Alsager of the Carl Schurz High School of Chicago reports a total registration of 151 in his classes in Norwegian at the beginning of the second semester as against 134 reported above for the first semester. Among other things Mr. Alsager writes: "In order to hope for any permanency of the Norwegian language in the Schurz High School about fifty or sixty new pupils (beginners) ought to enroll at the opening of every semester (The writer is referring particularly to the difficulty of getting enough students to make a class in the third and fourth years, unless a larger number enroll in the beginning classes; he has no third year class this year, though he has sixteen in the second half of the fourth year's work.). There is sufficient number of pupils of Norwegian ancestry enrolling in this high school every semester, but they do not all enroll in the Norwegian courses. How are we to get them into the Norwegian classes? is the important question. Can you suggest a method of getting them into these classes? If the Scandinavian churches and societies would do more to create an interest in the study of Swedish and Norwegian than they are doing, it would be different." Mr. Alsager has been eminently successful in the matter of the size of his classes, and this success he has achieved through hard work. He desires to learn from others about means for increasing the enrollment. Similarly, others can learn from him. I suggest that he and others exchange ideas through the medium of this publication, either in the form of contributions or by communicating their views to the editor of the pedagogical department.

Mr. Thure Hedman, Ass't. Professor of German, Queen's University of Kingston, Ontario, and Lecturer on Scandinavian Literature is planning to add to the courses he gives one dealing with Scandinavian, probably a course in Scandinavian literature in translation.

Instruction in Swedish is now given in Clark University in Worcester, Mass. According to the information at our disposal, there are at present two classes, one for beginners, and a more advanced class in literature. The work is in charge of Mr. Axel Johan Uppvall.

At the annual meeting of the Central Division of the Modern Language Association of America in Chicago in December, Professor George T. Flom read a paper entitled "The Correlation of Scandinavian Courses with the Work of Other Departments." Professor Flom pointed out which college courses in Scandinavian should be elected by students of various phases of German and English literature and language, and also which German and English courses should be elected by students of Scandinavian. We shall call attention again and in more detail to this paper, when it has been published. The discussion at the meeting was opened by Dr. Lee M. Hollander, who agreed with the reader especially as regards the possibilities of valuable correlation

between work in Scandinavian and English in the case of students of Scandinavian descent taking the lower college courses in English.

At the meeting of the Modern Language Association just mentioned there were several papers on modern foreign language methodology. In the French Section the general topic was "A Standard Course for First-Year College Classes in French and Spanish." Other titles are: "Preparation for College Work in Languages: A Comparison of Conditions in the East and in the Middle West," "The Direct Method: Summary of the Results of a Questionnaire Address to One Hundred and Forty Members of the M. L. A.," and "Practical Fonetics in Elementary French." The titles of similar papers read in the Germanic Section are: "Translation in the Classroom" and "Die Technik der direkten Methode." At one of the combined sessions, Professor Hohlfeld of the University of Wisconsin commented briefly on the "Report of the Committee on the Collegiate Training of Teachers of Modern Foreign Languages," which, owing to its length could not be presented orally. We look forward with the greatest interest to the publication of this important report.

"Den Norske Literære Klub" of the University of Minnesota is reported to be a flourishing society with bi-monthly meetings. Besides its regular studies it presents annually several plays. In January of this year *Til Sæters* and *Nei* were given. There is at the University of Minnesota also a Swedish literary club, "Iduna," in which the membership is limited to twenty-five women. I might call attention here to the desirability of having published a list of good Scandinavian plays that could be presented successfully by our Scandinavian students, both Norse and Swedish. A beginning would be made by the publication of a list of plays that have in the past been presented, with comment as to the success as far as the play itself was concerned.

At the Norse declamatory contest for the Sigvald Quale Gold Medal held at South H. S. in Minneapolis December 16, 1916, five high schools were represented in the group for secondary schools: South H. S., North H. S., and Central H. S. of Minneapolis; Detroit H. S. of Detroit, Minnesota; and the Valley City H. S. in North Dakota. The first prize is the gold medal; the second prize is five dollars in gold; for the third and fourth place, the prizes are books. All four winners were from the Minneapolis high schools, the first and second prize going to students of South H. S. In the college group of the contest, the prizes were won by students of St. Olaf College of Northfield, Minn.

A. L. E.

We are indebted to Professor A. L. Elmquist for securing and editing the material for this number of the *Bulletin*. Further announcement in regard to this new feature will be made after the Annual Meeting.

G. T. E